

**Iowa Community Colleges  
Early Childhood Education Alliance**

**Core Course Objectives**

**In Alignment**

**With**

**Iowa Early Childhood Quality Initiatives**

**Iowa Early Learning Standards**

**Iowa Quality Preschool Program Standards**

**Iowa Early Care & Education Professional Development  
Core Body of Knowledge**

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## **Introduction**

Currently in Iowa, there are twelve community colleges that offer some type of early childhood program. In an effort to address articulation issues, the early childhood programs of the colleges have formed the Iowa Community Colleges Early Childhood Alliance. One of their first steps was to identify core courses to be included in every early childhood program at Iowa's community colleges, and identify them with the same course name and number. Eleven of the programs offer a one-year diploma program. In addition to identifying the common course numbers, the Alliance has collaborated on the course objectives for the core courses. The course objectives at each college will be the same, although instructors will have flexibility in how they teach their courses. The intent of the early childhood programs is to develop individuals that are capable of providing high quality care to young children.

In recent years, the Iowa early childhood community has spent both time and money to produce materials meant to assist early childhood individuals and programs in their quest to provide high quality care for young children. To insure consistency in the information being shared and in the expectations of programs, agencies, and regulations, an alignment was requested that considers the objectives of the core early childhood courses at Iowa's community colleges with Iowa quality initiatives.

This report attempts to review the materials and report on the alignment of the course objectives for the eight common courses; Introduction to Early Childhood Education, Child Health, Safety, and Nutrition, Early Childhood Curriculum I & II, Child Growth and Development, Infant/ toddler care & education and Education, Early Childhood Guidance, and Early Childhood Field Experience, and the state Quality Initiatives: Iowa Early Learning Standards, Iowa Quality Preschool Program Standards, and Iowa Early Care & Education Core Body of Knowledge.\*

\*Charts reflecting the alignments are in the appendices.

## **Alignment Report**

Course: **Introduction to Early Childhood Education (ECE 103)**

Introduction to Early Childhood Education (ECE 103) provides foundational information to students regarding the history of early childhood and their place in the future. The objectives include roles of early childhood professionals, current issues and trends relevant to the field, philosophers and theorists and their influence, careers, best practice in all settings, assessment, ethical and professional behavior, and strategies to promote family and community partnerships.

### **Iowa Early Learning Standards**

The three objectives relating to best practices (5) in various settings, assessments, and ethical and professional behavior (6) align with all the categories of the Iowa Early Learning Standards.

### **Iowa Quality Preschool Program Standards**

The objective relating to best practices (5) aligns with the program standards Relationships, Curriculum, and Teaching (and all their subcategories). It also

relates to 3 subcategories under Assessment and to Preparation, Knowledge, and Skills of Teaching Staff and Teacher's Dispositions and Professional Commitment under the standard Teachers. The objectives that include roles of an early childhood professional (1), issues and trends (2), and ethical behavior (7) also aligns with the Teachers standard. The objective relating to assessments aligns with the Assessment standard and the objective relating to family and community (8) aligns with Families and Community Relationships.

### **IECEPDP Core Body of Knowledge for Best Practice**

Each of the objectives for these courses aligns with a specific competency area in the Core Body of Knowledge. Roles of early childhood professionals (1), current issues and trends in the field (2), best practice and it's application in all settings (3), and ethical and professional behavior (7) all align with the competency area Displaying Professionalism in Practice. The competency area Learning Experiences for Individuals and Groups aligns with current issues and trends (2) and identifying philosopher and theorists (3). Ongoing Professional Growth aligns also with identifying philosopher and theorists and with exploring various careers in the field. The Leadership and Advocacy competency area aligns with best practices (5) and strategies to promote family and community partnerships (8). The objective identifying components of assessment (6) align with the competency area Child Observation and Assessment.

#### **Course: Child Health, Safety, and Nutrition (ECE 133)**

Child Health, Safety, and Nutrition (ECE 133) objectives describe the importance of health, safety and nutrition in all programs that support young children. This includes role modeling positive health actions, supervising for safety, understanding the regulations, guidelines, and program standards that pertain to early childhood including nutrition and feeding, and creating developmentally appropriate health/safety/nutrition learning experiences. It also includes obtaining training in Universal Precautions, Mandatory Child & Adult Abuse Reporting, and Pediatric/Adult CPR/First Aid.

### **Iowa Early Learning Standards**

The information provided in this course align most closely with the standards Physical Well-Being and Motor Development but will also be foundational as students use this information to plan and supervise activities for children.

### **Iowa Quality Preschool Program Standards**

The objectives for this course relate most closely to the standards that mention/discuss safety considerations when planning learning activities, nutrition activities & procedures, classroom rules & personal safety, and protecting or keeping children safe as they explore (subcategories Essential Characteristics, Cognitive Development: Health and Safety, Supervising Children, Ensuring Children's Nutritional Well-Being, Maintaining a Healthful Environment, Preparation, Knowledge, and Skills, and all subcategories of the Physical Environment Standard.).

### **IECEPDP Core Body of Knowledge for Best Practice**

The seven objectives for this course all align with the competency areas of the component Health, Safety, and Nutrition. There is also an alignment between the competency area Physical Environment and the first 3 objectives that relate to role modeling and supervising for health and safety, and knowledge of regulations, guidelines, and NAEYC program standards, pertaining to health, safety, and nutrition. Objective 3 focuses on strategies for education, supervision, and observation in order to maintain a safe and healthy environment and that aligns with the competency areas Learning Experiences for Individuals and Groups and Knowledge of Regulations.

#### **Course: Early Childhood Curriculum I & II (ECE 158 & 159)**

The curriculum courses (ECE 158 & 159) discuss appropriate environments, planning, assessments, and adapting learning activities. They include information on using self-reflection to improve teaching and interactions, the importance of family involvement, and demonstrating professionalism. Students are also asked to construct learning materials, evaluate materials and activities and to consider the importance of family involvement in their children's learning.

ECE 158 focuses on dramatic play, art, music & movement, and physical play.

ECE 159 focuses on literacy, math, blocks, science, technology, sensory, and social studies

### **Iowa Early Learning Standards**

**ECE 158** Standards 1.1-1.4 in the area Physical Well-Being and Motor Development and standards 6.1-6.3 in Creative Arts align with objectives 1-6, relating to appropriate environments, planning, assessments, and adapting learning activities in dramatic play, art, music & movement, and physical play. Standards 4.1-4.3 in Communication, Language, and Literacy and 5.1-5.6 in Mathematics and Science align with the objectives that involve planning the environment, developing learning opportunities, evaluating experiences and materials, and adapting play to meet children's needs. Standards 2.3 Problem Solving, 3.2 Self-Regulation, and 3.4 Peer Interaction align with effectively developing, evaluating, and adapting learning experiences. The standard Self aligns with the objective family involvement (9) and the standard Relationships with Caregivers aligns with the objective self-reflection as a teaching tool (8). The standard Awareness of Community aligns with all the objectives except the importance of play (3), family involvement (10).

**ECE 159** Standards 1.1-1.4 in the area Physical Well-Being and Motor Development, standards 2.1-2.3 Approaches to Learning, and standards 4.2, 4.3 Early Literacy & Writing align with objectives 1-8, relating to appropriate environments, planning, assessments, and adapting learning activities in literacy, math, blocks, science, technology, sensory, and social studies. Standards 4.1, 5.1-

5.6, and 6.3 align with the objectives relating to planning, assessing, creating and adapting learning activities in literacy, math, blocks, science, technology, sensory, and social studies. They also align with the use of self-reflection as a learning tool (6). Peer Interaction aligns with objectives 4, 5, and 6 and Awareness of Community aligns with objectives 1, 2, 3, 4, 5, 7.

### **Iowa Quality Preschool Program Standards**

There are objectives dealing with environmental requirements (1) and effectively developing learning opportunities for children (4) in both of these courses and they align with all of the subcategories of the Curriculum standard, six of the sub-categories of the Teaching standard, and with two sub-categories of the Physical Environment standard. Evaluating learning experiences aligns with a subcategory of the Teaching standard and also with essential characteristics of Curriculum. Objectives relating to the importance of family (9) and being professional (10) align with the standards Family and Community Relationships.

### **IECEPDP Core Body of Knowledge for Best Practice**

Both courses have an objective that pertains to the importance of family involvement and influence and they align with the competency areas Child Growth and Development and Relationships with Families. Many of the objectives (ECE 158 - 1,2,3,4,5,6,7 & ECE 159 – 1,2,3,4,5,6) relate to students being able to set up an environment, plan and implement learning opportunities, and evaluate, create, and adapt learning experiences and materials. These objectives align closely with the competency areas Learning Experiences for Individuals and Groups and Physical Environment. The objective “demonstrates professionalism” (8) aligns with competency area Displaying Professionalism in Practice and the objective “uses self-reflection” as a tool (6) aligns with the competency area Ongoing Professional Growth.

### **Course: Child Growth and Development (ECE 170)**

Child Growth and Development (ECE 170) provides information on how children grow and development. It includes discussion of the major theories of development, characteristics of effective research, developmental domains, developmental milestones, the progression of development, atypical skills and behaviors, and developmental delays. In the context of child development, students learn to observe and assess children in order to plan meaningful learning experiences that support each child at their own level. The influence of family, culture, and community on children’s development is also discussed.

### **Iowa Early Learning Standards**

The objectives (3,4,5) that relate to recognizing typical and atypical behaviors, identifying milestones, understanding the progression of development, understanding experiences that are appropriate for different ages, strengths, interests, and needs, align with all of the Iowa Early Learning Standards. The objectives that relate to families and their influence on the child’s development (7) align with 1.1, 1.3, 1.4 (Physical Well-Being and Motor Development), 2.1-2.3

(Approaches to Learning), 3.1-3.3, 3.5 (Social and Emotional Development), 4.1-4.3 (Communication, Language, and Literacy), and 5.1-5.6 (Mathematics and Science). The objective that relates to assessment (9) aligns with all the standards except 1.1 Healthy and Safe Living and 3.5 Awareness of Community.

### **Iowa Quality Preschool Program Standards**

The objectives (3,4,5) that relate to recognizing typical and atypical behaviors, identifying milestones, understanding the progression of development, understanding experiences that are appropriate for different ages, strengths, interests, and needs, align with most of the subcategories of the Relationship standard, all of the Curriculum subcategories, and all of the Teaching standard subcategories. There is also an alignment with two Assessment subcategories, (Identifying Children's Interests and Needs and Adapting Curriculum) and two Physical environment subcategories (Indoor and Outdoor Equipment, and Outdoor Environmental Design) with those 3 objectives. The objective related to strategies to get to know families (6) aligns with the standard Families and the objective regarding the influence of the family, culture, and community on a child's development (7) aligns with the standards Families and Community Relationships. The objective relating to assessment (9) aligns with the Assessment of Child Progress standard and one subcategory of the Families standard. The objective that relates to how exceptionalities influence children and families (8) aligns with three subcategories of Assessment and one subcategory from Families that pertain to relationships and partnerships with families.

### **IECEPDP Core Body of Knowledge for Best Practice**

All nine objectives for this course align with the competency area, Child Growth and Development. Analyzing development using assessment tools also aligns with the competency area Child Observation and Assessment. The objective (6) that relates to strategies to use to get to know families aligns with the competency area Relationships with Families.

### **Course: Infant/ toddler care & education & Education (ECE121)**

Infant/ toddler care & education (ECE 121) focuses on the development of infants and toddlers, with emphasis on the whole child. Specific topics included are health and safety specific to infants and toddlers, the environment, planning learning experiences, guidance, language development, and the critical role adults play in infant development. Observation and assessment are discussed as tools to aid planning.

### **Iowa Early Learning Standards**

When comparing the objectives for the Infant/Toddler course to the ELS, the Iowa Infant and Toddler Early Learning Standards were used. The objective (1) that asks students to describe the development of infants and toddlers aligns with all standards, because the focus is on the development of the whole child, individual and cultural needs. The objective (2a) that discusses health and safety measures and legal requirements aligns with standard 1.1, Healthy and Safe Living. The objective (2b) that discusses the role of adults in creating respectful

partnerships with children, families, and other staff aligns with standards 2.3 Approaches to Learning, 3.1-3.5 Social and Emotional Development, and 4.1-4.2 Communication, Language, and Literacy. Objective 2c relates to planning appropriate environments and aligns with all the standards. Objective 2d relates to guidance strategies and aligns with 2.1-2.3 Approaches to Learning, 3.1-3.5 Social and Emotional Development, and 6.1-6.3 Creative Arts. Objective 2e includes information on strategies that support communication skills, curiosity, and creativity. This aligns with standards 1.2-1.4 Physical Well-Being and Motor Development, 2.1-2.3 Approaches to Learning, 3.2-3.5 Social and Emotional Development, 4.1-4.3 Communication, Language, and Literacy, 5.1-5.6 Mathematics and Science, and 6.1-6.3 Creative Arts. Objective 3 discusses the use of assessments for planning learning experiences and aligns with all the standards except 1.1 Healthy and Safe Living and 3.5 Awareness of Community. Objective 4 discusses the use of self-reflection as a tool to improve teaching and interactions. This aligns with all the standards except 1.1 Healthy and Safe Living.

### **Iowa Quality Preschool Program Standards**

There is an alignment between the IQPPS and the Infant/Toddler course even though the program standards are written to reflect a preschool program. The standards that reflect teacher behavior, in general, apply to all ages. The standards that reflect program decisions and policies do reflect procedures that pertain to Infant/ toddler care & education also (e.g. diapering, hand washing, food preparation).

The objective (1) relating to understanding the development of infants and toddlers aligns with the standards Relationships, Curriculum (not the subcategory technology because that is not appropriate for infants and toddlers), Teaching, Assessment - as it relates to teachers using assessment tools with children, and Teachers (preparation, knowledge, and skills). The health and safety objective (2a) aligns with the standard Health (most of the subcategory criteria is written as policy and procedures to follow which would not be teacher decisions but teachers should follow the set health policies), and also with the subcategories of Teaching and Physical Environment that relate to planning the environment and setting up safe learning experiences. The objective describing the role of adults in creating respectful relationships with children, families, and staff (2b) aligns with the standard Relationships, Curriculum (Essential Characteristics), Teaching (Designing Learning Environments, and Creating Care Communities), and Assessment (Adapting Curriculum and Communicating with Families). The objective focusing on planning appropriate environments, equipment, materials, and adaptations (2c) aligns with the standards Curriculum (not technology), Teaching (all subcategories that pertain to environment and planning), Assessment (subcategories that relate to identifying children's interest, abilities, etc and adapting the curriculum to meet their needs), Teachers (preparation, knowledge, and skills), and Physical Environment (subcategories relating to equipment, materials, and set up). Objective 2d, which covers guidance with

young children, aligns with standards Relationships (subcategories that relate to relationships with children), Curriculum (subcategories Essential Characteristics and Social-Emotional Development), and Teaching (all subcategories). Objective 2e relates to teacher strategies that support communication skills, curiosity, and creativity and aligns with standards Relationships (subcategories that relate to communication with children), Curriculum (subcategory Essential Characteristics and Creative Expression), Teaching (all subcategories), and Teachers (subcategory Preparation, Knowledge, and Skills). Objective 3 relates to assessment as a basis for guided learning experiences and aligns with all the subcategories (31 of 50) that have observation, assessment, and adaptations of learning experiences as part of the standard. Objective 4 discusses using self-reflection as a tool to improve teaching and interactions. This aligns with 34 of the subcategories that all require the teachers to reflect on their work and interactions and to make changes when necessary.

### **IECEPDP Core Body of Knowledge for Best Practice**

The objective (1) that discusses infant and toddler development aligns closely with the competency area Child Growth and Development. Objective 2a relates to health and safety measures, and legal requirements of programs, which aligns with the competency areas Health, Safety, and Knowledge of Regulations. The objective (2b) that relates to the role of adults in creating respectful relationships aligns with competency areas Child Growth and Development, Providing Individual Guidance, Guidance in Group Settings, Relationships with Families, Displaying Professionalism, and Ongoing Professional Growth. Planning appropriate environments is objective 2c, which aligns with Learning Experiences for Individuals and Groups, and Physical Environment. Guidance strategies are the focus of objective 2d, which aligns with Providing Individual Guidance and Guidance in Group Settings. Objective 2e relates to teaching strategies that support communication skills, curiosity, and creativity and aligns with Learning Experiences for Individuals and Groups. Objective 3 focuses on assessments as the basis for guided learning experiences and aligns with the competency area Child Observation and Assessment. Objective 4 discusses teachers using self-reflection as a tool to improve teaching and interactions. This aligns with Displaying Professionalism in Practice.

### **Course: Early Childhood Guidance (ECE 243)**

Early Childhood Guidance (ECE 243) highlights the theories of guidance, social and emotional development, the importance of positive adult relationships, classroom and individual guidance strategies, supporting resiliency, and working with professionals and families on guidance/behavior plans.

### **Iowa Early Learning Standards**

Objective 1 focuses on children's social and emotional development and behavior. This objective aligns with all the standards in the Social and Emotional Development area. The second objective asks for teachers to apply theories of guidance. This would align with all of the early learning standards because



understanding and applying that information would be the basis of all the teachers' behaviors and interactions with children. Objective 3 relates to the relevancy and importance of positive relationships and interactions between children, families, and staff and therefore aligns with all the early learning standards. Objective 4, effective approaches for a supportive classroom environment, aligns with all of the early learning standards. Objective 5 examines positive guidance strategies, assessments, and other tools used to help children learn and practice appropriate and acceptable behaviors. This aligns with all the standards. The objective that discusses ways to support the development of resiliency in children (6) aligns with all of the early learning standards in the area of Social and Emotional Development. The final objective relates to constructing appropriate guidance decisions in collaboration with professionals and families (7) and aligns with the Early Learning Standard Awareness of Community.

### **Iowa Quality Preschool Program Standards**

All of the objectives for the Guidance course align with IQPPS. Objective 1 looks at influences on children's social and emotional development and aligns with the standards Families (all subcategories), Assessment (subcategory Communicating with Families about Assessment), Relationships (subcategory Building Positive Relationships), and Curriculum (subcategory Social-Emotional Development). Objective 2 wants teachers to apply theories of guidance in practice; this aligns with all the subcategories of the Relationships standard, most of the subcategories of the standard Curriculum, all of the subcategories of the standard Teaching, and the subcategory Preparation, Knowledge, and Skills of the standard Teachers. Objective 3 relates to the relevancy and importance of positive relationships and interactions between children, families, and staff and aligns with all the subcategories of the standard Relationships, two subcategories of Curriculum, all the subcategories of Families, and the subcategory Teacher's Dispositions in the Teachers standard. Creating a supportive classroom environment (4) aligns with five of the subcategories of the standard Relationships, all the subcategories of the Curriculum and Teaching standards, three subcategories from the Assessment standard, Preparation subcategory under the Teachers standard, and two subcategories under the Physical Environment. Objective 5 focuses on children's appropriate and acceptable behaviors and the strategies teacher's use to support them. This aligns with all the subcategories under the standard Teaching. Supporting the resiliency of children is objective 6, which aligns with five of the six subcategories of the standard Relationships. Objective 7 discusses constructing appropriate guidance decisions in collaboration with professionals and families and aligns with the subcategory Building Positive Relationships among Teachers and Families (Relationships standard) and three subcategories of the Assessment standard.

### **IECEPDP Core Body of Knowledge for Best Practice**

The competency area Providing Individual Guidance aligns with all the objectives for the guidance course. Influences on children's social and emotional development (Objective 1), guidance strategies, assessment, and other tools to

help children learn acceptable and appropriate behaviors (Objective 5), and the development of resiliency (Objective 6) align with the competency area Child Growth and Development. Objective 7 (collaboration with families and professionals in constructing guidance decisions) aligns with Relationships with Families.

Course: **Early Childhood Field Experience (ECE 262)**

Early Childhood Field Experience (ECE 262) provides students an opportunity to work directly with young children. This allows them to integrate and demonstrate all they have learned in their coursework while in a supportive environment with experienced teachers. Because this course is designed so that students can demonstrate their knowledge, skills, and attitudes when working with young children, all the objectives outline behaviors and skills that demonstrate best practice.

**Iowa Early Learning Standards**

Course objectives describe best practice behaviors of teachers, which correspond with the caregiving support sections of the ELS. Because of this correlation, all of the Iowa Early Learning Standards align with all of the objectives.

**Iowa Quality Preschool Program Standards**

Some of the program standards do not reflect teacher behaviors so not all the standards relate directly with the objectives. Objective 1 relates to children's learning opportunities and aligns with all of the subcategories of the standard Relationships (except Relationships among Teachers and Families), all the subcategories of Curriculum and Teaching standards, and two subcategories of the standard Physical Environment. The guidance objective aligns with all the subcategories of Relationships, Curriculum and Teaching standards, the Preparation subcategory of Teachers standards, and two subcategories of the standard Physical Environment. Objective 3 relates to assessment and aligns with all the subcategories of Curriculum and Teaching standards, and three subcategories of the Assessment standard. Following ethical guidelines and professional standards (4) aligns with all of the subcategories of the standards Relationships, Curriculum, Teaching, Families, Community Relationships, three subcategories of the Assessment standard, and the Preparation subcategory of Teachers standards. Objective 5 relates to appropriate communication skills and aligns with two subcategories of the standard Relationships (Building Positive Relationships between Teachers and Families and between Teachers and Children), all of the subcategories of the Teaching standard, the Families standard, and the Community Relationship standard. Objective 6 focuses on self-reflection as a tool to improve teaching and interaction and aligns with all the standards except Physical Environment.

**IECEPDP Core Body of Knowledge for Best Practice**

Each of the objectives relates to a particular area or task and aligns with one or more competency area. Designing, implementing, and evaluating learning opportunities (1) aligns with Learning Experiences for Individuals and Groups and Physical Environment. The guidance and interaction objective (2) aligns with

Providing Individual Guidance and Guidance in Group Settings. Objective 3 relates to assessment and aligns with Child Observation and Assessment. Demonstrating ethical professional behavior aligns with Knowledge of Regulations and Displaying Professionalism in Practice. Objective 5 relates to appropriate communication skills with peer, staff, families, and children and aligns with Use of Community Resources and Displaying Professionalism in Practice. The last objective relates to using self-reflection as a tool to improve teaching and interactions with children and families and aligns with Displaying Professionalism in Practice and Ongoing Professional Growth.

**Notes regarding the quality initiatives:**

**Iowa Early Learning Standards**

Things that are covered in the coursework but not included in the Iowa Early Learning Standards are things that relate to caregiver/teacher behaviors rather than things that children might do, including the use of self-reflection to improve teaching and interaction, communicating with families and other professionals, and ethical and professional behavior.

**Iowa Quality Preschool Program Standards**

Some items in the IQPPS reflect behaviors/decisions that will be made by administrators/boards etc. and relate to how the program is managed rather than how a caregiver/teacher behaves so there is not a direct alignment with the course objectives and the chart reflects the lack of alignment. Some of those items may be covered in the courses relating to administration that is offered at some of the community colleges.

**IECEPDP Core Body of Knowledge for Best Practice**

Because the objectives of the courses focus on teachers' knowledge and behavior there is a close alignment with the competency areas of the Core Body of Knowledge, which also identifies knowledge and behavior of teachers.

**Summary**

All of the early childhood courses and the state initiatives were developed with careful consideration of what constitutes effective practice in early childhood. Because the basis for this work was identified best practice, there is a correlation or alignment between the initiatives and with the course objectives.

The early childhood courses that make up the core of the early childhood programs in the community colleges focus on the behaviors of teachers and cover the knowledge, skills, and dispositions necessary for an individual to be a teacher in an early childhood program.

The difference between the initiatives is in the focus and the intended use of the materials. The Iowa Early Learning Standards focuses on what children should know and be able to do when they enter school. The Iowa Quality Preschool Program Standards focus on aspects of the

program such as choosing materials, planning the environment and learning experiences, and identifying policies and procedures that support best practice. The Core Body of Knowledge focuses specifically on behaviors of the teacher, divided into knowledge that teachers should have and behaviors they should exhibit.

All of the initiatives are divided into categories that reflect their own focus so not all categories or items align exactly with each other. However, utilized together these initiatives should allow for any early childhood program to demonstrate high quality care that allows children the opportunity to demonstrate benchmarks identified by the Iowa Early Learning Standards.

As this alignment between the objectives of the identified Iowa community colleges Early Childhood Alliance common core courses, the Iowa Early Learning Standards, the Iowa Quality Preschool Program Standards, and the Iowa ECEPDP Core Body of Knowledge indicates, students who successfully complete the common core courses in early childhood programs at Iowa's community colleges should be exposed to the knowledge and skills early childhood professionals need to contribute to high quality environments and appropriate outcomes for Iowa's children.

**Appendix A:**

Alignment of Iowa Community Colleges Early Childhood Education Alliance common core courses  
with  
Iowa Early Learning Standards

<b>Objectives</b>								
	<b>ECE 103</b>	<b>ECE 133</b>	<b>ECE 158</b>	<b>ECE 159</b>	<b>ECE 170</b>	<b>ECE 221</b>	<b>ECE 243</b>	<b>ECE 262</b>
	<b>Introduction to Early Childhood Education</b>	<b>Child Health, Safety, Nutrition</b>	<b>Early Childhood Education Curriculum I</b>	<b>Early Childhood Education Curriculum II</b>	<b>Child Growth and Development</b>	<b>Infant/toddler care &amp; education</b>	<b>Early Childhood Guidance</b>	<b>Field Experience</b>
<b>Iowa Early Learning Standards</b>								
<i><b>Physical Well-Being and Motor Development</b></i>								
1.1 Healthy and Safe Living	5,6	1,2,3,4,5,6,7	1,2,4,5,6,9	1,2,3,4,5,6,7,8	3,4,5,7	1,2a,2c	2,3,4	1,2,3,4,5,6
1.2 Play and Senses	5,6	1,3,5,7	1,2,3,4,5,6	1,2,3,4,5,6,7,8	3,4,5,9	1,2c,2e,3,4	2,3,4	1,2,3,4,5,6
1.3 Large Motor Development	5,6	1,3,7	1,2,3,4,5,6	1,2,3,4,5,6,7,8	3,4,5,7,8,9	1,2c,2e,3,4	2,3,4	1,2,3,4,5,6
1.4. Fine Motor Development	5,6	1,3,4,5,7	1,2,3,4,5,6	1,2,3,4,5,6,7,8	3,4,5,7,8,9	1,2c,2e,3,4	2,3,4	1,2,3,4,5,6
<i><b>Approaches to Learning</b></i>								
2.1 Curiosity and Initiative	5,6,7	1,3,5		1,2,3,4,5,6,7,8	3,4,5,7,9	1,2c,2d,2e,3,4	2,3,4	1,2,3,4,5,6
2.2 Engagement and Persistence	5,6,7	1,3,5		1,2,3,4,5,6,7,8	3,4,5,7,9	1,2c,2d,2e,3,4	2,3,4	1,2,3,4,5,6
2.3 Problem Solving	5,6,7	3,5	4,5,6	1,2,3,4,5,6,7,8	3,4,5,7,9	1,2b,2c,2d,2e,3,4	2,3,4	1,2,3,4,5,6

Alignment of ECE and Iowa Early Childhood Initiatives

Objectives								
	ECE 103	ECE 133	ECE 158	ECE 159	ECE 170	ECE 221	ECE 243	ECE 262
	Introduction to Early Childhood Education	Child Health, Safety, Nutrition	Early Childhood Education Curriculum I	Early Childhood Education Curriculum II	Child Growth and Development	Infant/toddler care & education	Early Childhood Guidance	Field Experience
<b>Iowa Early Learning Standards</b>								
<i><b>Social and Emotional Development</b></i>								
3.1 Self	5,6,7	1,3,5	9	6,8	3,4,5,7,8,9	1,2b,2c,2d,3,4	1,2,3,4,5,6	1,2,3,4,5,6
3.2 Self-Regulation	5,6,7	1,3,5	4,5,6	6,8	3,4,5,7,8,9	1,2b,2c,2d,2e,3,4	1,2,3,4,5,6	1,2,3,4,5,6
3.3 Relationships with Caregivers	5,6,7	1,3,5	8	6	3,4,5,6,7	1,2b,2c,2d,2e,3,4	1,2,3,4,5,6	1,2,3,4,5,6
3.4 Peer Interactions	5,6,7	1,3,5	4,5,6	1,2,3,4,5,6	3,4,5,7,9	1,2b,2c,2d,2e,3,4	1,2,3,4,5,6	1,2,3,4,5,6
3.5 Awareness of Community	5,6,7		1,2,4,5,6,7,8,10	1,2,3,4,5,7,8	5,6,7	1,2b,2c,2d,2e,4	1,2,3,4,5,6,7	1,2,3,4,5,6
<i><b>Communication, Language, and Literacy</b></i>								
4.1 Language Understanding and Use	5,6,7	5	1,4,5,6	2,3,4,5,6	3,4,5,7,8,9	1,2b,2c,2e,3,4	2,3,4	1,2,3,4,5,6
4.2 Early Literacy	5,6,7	5	1,4,5,6	1,2,3,4,5,6,7	3,4,5,7,8,9	1,2b,2c,2e,3,4	2,3,4	1,2,3,4,5,6
4.3 Early Writing	5,6,7	5	1,4,5,6	1,2,3,4,5,6,7	3,4,5,7,8,9	1,2c,2e,3,4	2,3,4	1,2,3,4,5,6

<b>Objectives</b>								
	<b>ECE 103</b>	<b>ECE 133</b>	<b>ECE 158</b>	<b>ECE 159</b>	<b>ECE 170</b>	<b>ECE 221</b>	<b>ECE 243</b>	<b>ECE 262</b>
	<b>Introduction to Early Childhood Education</b>	<b>Child Health, Safety, Nutrition</b>	<b>Early Childhood Education Curriculum I</b>	<b>Early Childhood Education Curriculum II</b>	<b>Child Growth and Development</b>	<b>Infant/toddler care &amp; education</b>	<b>Early Childhood Guidance</b>	<b>Field Experience</b>
<b>Iowa Early Learning Standards</b>								
<i><b>Mathematics and Science</b></i>								
5.1 Comparison and Number	5,6,7	5	1,4,5,6	2,3,4,5,6	3,4,5,7,8,9	1,2c,2e,3,4	2,3,4	1,2,3,4,5,6
5.2 Patterns	5,6,7	5	1,4,5,6	2,3,4,5,6	3,4,5,7,8,9	1,2c,2e,3,4	2,3,4	1,2,3,4,5,6
5.3 Shapes and Spatial Relationships	5,6,7	5	1,4,5,6	2,3,4,5,6	3,4,5,7,8,9	1,2c,2e,3,4	2,3,4	1,2,3,4,5,6
5.4 Scientific Reasoning	5,6,7	5	1,4,5,6	2,3,4,5,6	3,4,5,7,8,9	1,2c,2e,3,4	2,3,4	1,2,3,4,5,6
5.5 Scientific Problem Solving	5,6,7	5	1,4,5,6	2,3,4,5,6	3,4,5,7,8,9	1,2c,2e,3,4	2,3,4	1,2,3,4,5,6
5.6 Measurement	5,6,7	5	1,4,5,6	2,3,4,5,6	3,4,5,7,8,9	1,2c,2e,3,4	2,3,4	1,2,3,4,5,6
<i><b>Creative Arts</b></i>								
6.1 Art	5,6,7	3,5,7	1,2,3,4,5,6		3,4,5,9	1,2c,2d,2e,3,4	2,3,4	1,2,3,4,5,6
6.2 Music, Rhythm, and Movement	5,6,7	3,5,7	1,2,3,4,5,6		3,4,5,9	1,2c,2d,2e,3,4	2,3,4	1,2,3,4,5,6
6.3 Dramatic Play	5,6,7	3,5,7	1,2,3,4,5,6	2,3,4,5,6	3,4,5,9	1,2c,2d,2e,3,4	2,3,4	1,2,3,4,5,6



**Appendix B:**

Alignment of Iowa Community Colleges Early Childhood Education Alliance common core courses  
with  
Iowa Quality Preschool Program Standards

<b>Objectives</b>								
	<b>ECE 103</b>	<b>ECE 133</b>	<b>ECE 158</b>	<b>ECE 159</b>	<b>ECE 170</b>	<b>ECE 221</b>	<b>ECE 243</b>	<b>ECE 262</b>
	<b>Introduction to Early Childhood Education</b>	<b>Child Health, Safety, Nutrition</b>	<b>Early Childhood Education Curriculum I</b>	<b>Early Childhood Education Curriculum II</b>	<b>Child Growth and Development</b>	<b>Infant/toddler care &amp; education</b>	<b>Early Childhood Guidance</b>	<b>Field Experience</b>
<b>Iowa Quality Preschool Program Standard</b>								
<b><i>Relationships</i></b>								
Building Positive Relationships among Teachers and Families	5,8				7	1,2b,4	1,2,3,7	4,5,6
Building Positive Relationships between Teachers and Children	5				3,4,5	1,2b,2d,2e,3,4	2,3,4,6	1,2,4,5,6
Helping Children Make Friends	5				3,4,5	1,2b,2d,2e,3,4	2,3,4,6	1,2,4,6
Creating a Predictable, Consistent and Harmonious Classroom	5				3,4,5	1,2b,2d,2e,3,4	2,3,4,6	1,2,4,6
Addressing Challenging Behaviors	5				3,4,5	1,2b,2d,2e,3,4	2,3,4,6	1,2,4,6
Promoting Self-Regulation	5				3,4,5	1,2b,2d,2e,3,4	2,3,4,6	1,2,4,6
<b><i>Curriculum</i></b>								
Curriculum: Essential Characteristics	5	3	1,4,5	1	3,4,5	1,2b,2c,2d,2e,3,4	3,4	1,2,3,4,6
Areas of Development: Social-Emotional	5		4	3	3,4,5	1,2c,2d,3,4	1,2,3,4	1,2,3,4,6
Areas of Development: Physical Development	5		1,4	1,3	3,4,5	1,2c,3,4	2,4	1,2,3,4,6
Area of Development: Language Development	5		1,4	1,2,3	3,4,5	1,2c,3,4	2,4	1,2,3,4,6
Curriculum Content Areas for Cognitive Development: Early Literacy Development	5		1,4	1,2,3	3,4,5	1,2c,3,4	2,4	1,2,3,4,6

<b>Objectives</b>								
	<b>ECE 103</b>	<b>ECE 133</b>	<b>ECE 158</b>	<b>ECE 159</b>	<b>ECE 170</b>	<b>ECE 221</b>	<b>ECE 243</b>	<b>ECE 262</b>
	<b>Introduction to Early Childhood Education</b>	<b>Child Health, Safety, Nutrition</b>	<b>Early Childhood Education Curriculum I</b>	<b>Early Childhood Education Curriculum II</b>	<b>Child Growth and Development</b>	<b>Infant/toddler care &amp; education</b>	<b>Early Childhood Guidance</b>	<b>Field Experience</b>
<b>Iowa Quality Preschool Program Standard</b>								
<b><i>Curriculum (continued)</i></b>								
Curriculum Content Areas for Cognitive Development: Early Mathematics	5		1,4	2,3	3,4,5	1,2c,3,4	2,4	1,2,3,4,6
Curriculum Content Areas for Cognitive Development: Science	5		1,4	2,3	3,4,5	1,2c,3,4	2,4	1,2,3,4,6
Curriculum Content Areas for Cognitive Development: Technology	5		1,4	1,2,3	3,4,5		2,4	1,2,3,4,6
Curriculum Content Areas for Cognitive Development: Creative Expression and Appreciation for the Arts	5		1,4	2,3	3,4,5	1,2c,2e,3,4	2,4	1,2,3,4,6
Curriculum Content Areas for Cognitive Development: Health and Safety	5	1,2,3,4,5	1,4	3	3,4,5	1,2a,2c,3,4	2,4	1,2,3,4,6
Curriculum Content Areas for Cognitive Development: Social Studies	5		1,4	2,3	3,4,5	1,2c,3,4	2,4	1,2,3,4,6
<b><i>Teaching</i></b>								
Designing Enriched Learning Environments	5		1,4	2,3	3,4,5	1,2a,2b,2c,2d, 2e,3,4	2,4,5	1,2,3,4,5,6
Creating Caring Communities for Learning			1,4	3	3,4,5	1,2a,2b,2d,2e, 3,4	2,4,5	1,2,3,4,5,6
Supervising Children	5	1,3	2	2	3,4,5	1,2a,2d,2e,3,4	2,4,5	1,2,3,4,5,6
Using Time, Grouping, and Routines to Achieve Learning Goals	5		1	3	3,4,5	1,2c,2d,2e,3,4	2,4,5	1,2,3,4,5,6
Responding to Children's interests and Needs	5		1	3,5	3,4,5	1,2c,2d,2e,3,4	2,4,5	1,2,3,4,5,6
Making Learning Meaningful for All Children	5		1,2,3,4	3,5	3,4,5	1,2c,2d,2e,3,4	2,4,5	1,2,3,4,5,6

<b>Objectives</b>								
	<b>ECE 103</b>	<b>ECE 133</b>	<b>ECE 158</b>	<b>ECE 159</b>	<b>ECE 170</b>	<b>ECE 221</b>	<b>ECE 243</b>	<b>ECE 262</b>
	<b>Introduction to Early Childhood Education</b>	<b>Child Health, Safety, Nutrition</b>	<b>Early Childhood Education Curriculum I</b>	<b>Early Childhood Education Curriculum II</b>	<b>Child Growth and Development</b>	<b>Infant/toddler care &amp; education</b>	<b>Early Childhood Guidance</b>	<b>Field Experience</b>
<b>Iowa Quality Preschool Program Standard</b>								
<b><i>Teaching(continued)</i></b>								
Using Instruction to Deepen Children's Understanding and Build Their Skills and Knowledge	5		1,2,5,6	3,5	3,4,5	1,2c,2d,2e,3,4	2,4,5	1,2,3,4,5,6
<b><i>Assessment Of Child Progress</i></b>								
Creating an Assessment Plan	6							
Using Appropriate Assessment Methods	6			2		3	5	3
Identifying Children's Interests and Needs and Describing Children's Progress	5		1,2,5,6	2,5	3,4,5,9	1,2c,3,4	4,5,7	3,4,6
Adapting Curriculum, Individualizing Teaching, and Informing Program Development	5		1,2,5,6	2,5	3,4,5,9	1,2b,2c,3,4	4,5,7	3,4,6
Communicating With Families and Involving Families in the Assessment Process	5		9,10	7,8	1,8,9	1,2b,3,4	1,7	3,4,6
<b><i>Health</i></b>								
Health		6,7				2a		
Ensuring Children's Nutritional Well-being		4				2a		
Maintaining a Healthful Environment		3				2a		

<b>Objectives</b>								
	<b>ECE 103</b>	<b>ECE 133</b>	<b>ECE 158</b>	<b>ECE 159</b>	<b>ECE 170</b>	<b>ECE 221</b>	<b>ECE 243</b>	<b>ECE 262</b>
	<b>Introduction to Early Childhood Education</b>	<b>Child Health, Safety, Nutrition</b>	<b>Early Childhood Education Curriculum I</b>	<b>Early Childhood Education Curriculum II</b>	<b>Child Growth and Development</b>	<b>Infant/toddler care &amp; education</b>	<b>Early Childhood Guidance</b>	<b>Field Experience</b>
<b>Iowa Quality Preschool Program Standard</b>								
<b><i>Teachers</i></b>								
Preparation, Knowledge, and Skills of Teaching Staff	1,2,5	3,5,6	6	3,5		1,2e,3,4	2,4	2,4,6
Teacher's Dispositions and Professional Commitment	1,5,7		8,10	6			3	
<b><i>Families</i></b>								
Knowing and Understanding the Program's Families	8		9,10	7,8	6,7,8	4	1,3	4,5,6
Sharing Information Between Staff and Families	8		9,10	7,8	6,7,8,9	3,4	1,3	4,5,6
Nurturing Families as Advocates for Their Children	8		9,10	7,8	6,7,8	4	1,3	4,5,6
<b><i>Community Relationships</i></b>								
Linking with the Community	8		10	8	7,8	4		4,5,6
Accessing Community Resources	8		10	8	7,8	4		4,5,6
Acting as a Citizen in the Neighborhood and the Early Childhood Community			10	8	7			4,5,6

Objectives								
	ECE 103	ECE 133	ECE 158	ECE 159	ECE 170	ECE 221	ECE 243	ECE 262
	Introduction to Early Childhood Education	Child Health, Safety, Nutrition	Early Childhood Education Curriculum I	Early Childhood Education Curriculum II	Child Growth and Development	Infant/toddler care & education	Early Childhood Guidance	Field Experience
<b>Iowa Quality Preschool Program Standard</b>								
<b><i>Physical Environment</i></b>								
Indoor and Outdoor Equipment, Materials, and Furnishings		3	1,2,3,4,5,6,7	1,2,3,4,5	3,4,5	2a,2c,3,4	4	1,2
Outdoor Environmental Design		3	1,2,3,4,5,6,7	1,2,3,4,5	3,4,5	2a,2c,3,4	4	1,2
Building and Physical Design		1						
Environmental Health								
<b><i>Leadership And Management**</i></b>								
Leadership*								
Management Policies and Procedures*								
Fiscal Accountability Policies and Procedures*								
Health, Nutrition, and Safety Policies and Procedures*		2, 3, 4, 7						
Personnel Policies*								
<p>*Note: Some items reflect behaviors/decisions that will be made by administrators/boards etc. and relate to how the program is managed - does not describe/reflect teacher behaviors.</p> <p>** Many early childhood programs at Iowa's community colleges also offer an administration course that covers items in the area of leadership and management. See individual college curricula for more information.</p>								

## **Appendix C:**

Alignment of Iowa Community Colleges Early Childhood Education Alliance common core courses  
with  
Iowa Early Care & Education Professional Development Project  
Core Body of Knowledge

Objectives								
	ECE 103	ECE 133	ECE 158	ECE 159	ECE 170	ECE 221	ECE 243	ECE 262
	Introduction to Early Childhood Education	Child Health, Safety, Nutrition	Early Childhood Education Curriculum I	Early Childhood Education Curriculum II	Child Growth and Development	Infant/Toddler care & education	Early Childhood Guidance	Field Experience
<b>Iowa ECEPDP Core Body of Knowledge Component</b>								
<b>1. Health, Safety, and Nutrition</b>								
Health		1, 2, 3, 6				2a		
Safety		3, 7				2a		
Nutrition		2, 4						
<b>2. Child Growth and Development</b>								
Child Growth and Development					1,2,3,4,5,6,7,8,9	1,2b	1,5,6	
<b>3. Child Observation and Assessment</b>								
Child Observation and Assessment	6	3	2	2	9	3	5	3
<b>4. Interactions with Children</b>								
Providing Individual Guidance						2b	1,2,3,4,5,6,7	2
Guidance in Group Settings						2b	4,5	2



Objectives								
	ECE 103	ECE 133	ECE 158	ECE 159	ECE 170	ECE 221	ECE 243	ECE 262
	Introduction to Early Childhood Education	Child Health, Safety, Nutrition	Early Childhood Education Curriculum I	Early Childhood Education Curriculum II	Child Growth and Development	Infant/ Toddler care & education	Early Childhood Guidance	Field Experience
<b>Iowa ECEPDP Core Body of Knowledge Component</b>								
<b>5. Learning Experiences and Environment</b>								
Learning Experiences for Individuals and Groups		5	2, 4, 5, 6	2, 3, 4, 5		2c,2d,2e		1
Physical Environment			1	1		2c		1
<b>6. Families and Communities</b>								
Relationships with Families	8		9	9	6	2b	7	3
Use of Community Resources	8							5
<b>7. Program Management</b>								
Knowledge of Regulations		2				2a		4
Program Management								
Finance Management								

Objectives								
	ECE 103	ECE 133	ECE 158	ECE 159	ECE 170	ECE 221	ECE 243	ECE 262
	Introduction to Early Childhood Education	Child Health, Safety, Nutrition	Early Childhood Education Curriculum I	Early Childhood Education Curriculum II	Child Growth and Development	Infant/Toddler care & education	Early Childhood Guidance	Field Experience
<b>Iowa ECEPDP Core Body of Knowledge Component</b>								
<b>8. Professional Development</b>								
Displaying Professionalism in Practice	1, 2, 7		10	8		2b,4		4,5,6
Ongoing Professional Growth			8	6		2b		
Leadership and Advocacy					7			5

**Appendix D:**

Alignment of Iowa Community Colleges Early Childhood Education Administration courses  
with  
National Administrator Credential (NAC) competencies  
  
(completed by faculty at each college for their program)  
(submitted to DHS for consideration Spring 2007)

Alignment of ECE and Iowa Early Childhood Initiatives

<b>NAC Competency Area</b>	NICC	IA Lakes	MCC	Hawkeye	SCC	Kirkwood	DMACC	WIT	IA Western	SWCC	Indian Hills	NIACC
I. Effective Org	X	X	X	X	X	X	X	X	X	No Course	X	No Course
II. Admin Systems	X	X	X	X	X	X	X	X	X	No Course	X	No Course
III. Marketing	X	X	X	X	X	X	X	X	X	No Course	X	No Course
IV. Personnel Management	X	X	X	X	X	X	X	X	X	No Course	X	No Course
V. Facility	X	X	X	X	X	X	X	X	X	No Course	X	No Course
VI. Legal Knowledge	X	X	X	X	X	X	X	X	X	No Course	X	No Course
VII. Community Relations	X	X	X	X	X	X	X	X	X	No Course	X	No Course
VIII. Finances	X	X	X	X	X	X	X	X	X	No Course	X	No Course
IX. Director Development	X	X	X	X	X	X	X	X	X	No Course	X	No Course